DOCUMENT RESUME

ED 046 821 SO 000 524

TITLE	Updating Social Studies in West Virginia: Illustrative Teaching Units.
INSTITUTION	West Virginia State Dept. of Education, Charleston.
PUB DATE	1 Mar 70
NOTE	80p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	American Indians, *Concept Teaching, Conservation Education, Democracy, Elementary Grades, *Instructional Materials, *Learning Activities, Leisure Time, Religion, Secondary Grades, *Social Studies Units, Sociology, *Teaching Guides, United States History
IDENTIFIERS	Project for Training Teacher Trainers, TTT, West Virginia

ABSTRACT

These teaching guides, which grew out of the activities of a curriculum practicum in West Virginia, attempt to build learning around key human relations concepts and readily available data. There are eleven, independent units on wide-ranging topics within the social studies, among them: The American Indian, Religion and Law in America, Man's Leisure, Conservation, and Political Parties in a Representative Democracy. Each unit is focused around one of the fifteen "Organizing Themes" outlined in an appendix, which were developed to help define the scope of social studies learning in grades K-12 and construct a framework for local curriculum development. The unit on The American Indian, for example, is organized around Theme No. 10, "In a complex, highly specialized, multi-ethnic society, values may conflict and create moral and ethical dilemmas for its members." Each guide contains the following sections: Organizing Theme, What is to be Taught, Basic Concepts, Content and Material, Activities, and Evaluation. A bibliography and some of the instructional materials, such as transcriptions of newspaper articles, etc., accompany each unit. The guides range in level from grades K-12. (JLB)

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UPDATING SOCIAL STUDIES IN WEST VIRGINIA:

ILLUSTRATIVE TEACHING UNITS

1970

SP 000 524

Triple T Project
West Virginia Department of Education
Charleston, West Virginia 25305

INTRODUCTION

Social Studies teachers are reminded by much of the current professional literature and their own local in-service training programs of the need to "conceptually structure" their pupils' learning experiences. The infatuation with the cliché, "conceptualization in social studies," so popularized during the 1960's by learning theorists, is no longer the singular modus operandi of most innovative school districts.

Much interest remains, despite the disillusionment in our profession with slogans and bandwagons, in building learning around key human relation words and using readily available data. The following units are the partial results of just such an attempt by a group of social studies teachers in a social studies curriculum practicum at the West Virginia University-Kanawha Valley Graduate Center in Charleston, West Virginia, during the Fall Semester, 1969.

These units are printed with the permission of my students and can be used in any way useful to individual teachers, schools, or county social studies committees. Permission to reprint copyright materials which we obtained extends to any classroom(s) in West Virginia as long as the material borrowed is not reproduced in any commercial form.

March 1, 1970

J. Zeb. Wright
Charleston, West Virginia

TABLE OF CONTENTS

PAGE

THE AMERICAN INDIAN 1
Helena Roomy

MUCKRAKERS: YESTERDAY AND TODAY 17
Lucille Armstrong

RELIGION AND LAW IN AMERICA 21
Robert Vacheresse

MAN'S LEISURE. 31
Lucille Armstrong

CONSERVATION 34
Janet Rhule

CONSERVATION 40
Lucille Armstrong

THE TWENTIES 46
Helena Roomy

POLITICAL PARTIES IN A REPRESENTATIVE DEMOCRACY 49
Neil W. Suttle

A SOCIOLOGY UNIT: CLASS AND CASTE 56
Richard Garretson

WEST VIRGINIA TOPOGRAPHY 62
Christene Humphreys

ADAPTATION IN MODERN ISRAEL 65
Christene Humphreys

APPENDIX A. 73
West Virginia Social Studies Organizing Themes

THE AMERICAN INDIAN

HELENA ROOMY
CHARLESTON HIGH
KANAWHA COUNTY

I ORGANIZING THEME NO. 10

In a complex, highly specialized, multi-ethnic society, values may conflict and create moral and ethical dilemmas for its members.

II WHAT IS TO BE TAUGHT

This unit will be planned for the tenth grade American Studies but could also be used in the ninth grade. The unit is planned for a period of one to two weeks and will be taught in the period of the Westward Movement.

Using the concept of expansion in American history and its effect on a particular minority group, the unit will seek to explore the treatment of the American Indian from early colonial settlement to the present day. Several tribes could be studied to understand the pride of the Indian in his unique culture. A specific treaty will be read to gain knowledge of why the Indian lives where and how he does today. Perhaps an over-all generalization could be made showing that people of all races, religions, and cultures have contributed to our heritage and growth. American society has been called a "melting pot" but the Indian has been tragically ignored in the cultural, economic, and political life of America.

III BASIC CONCEPTS

Using the concept expansion the student will see how the completion of our Manifest Destiny amounted to persecution of a particular minority group. Other concepts could be as follows:

a. Cultural assimilation

b. Ethnic group

c. Conflict

d. Indian reservation

e. Intolerance toward minorities

IV CONTENT AND MATERIAL

1. Filmstrips: Eye Gate Filmstrips, 146-01 Archer Avenue, Jamaica, New York 11435

   a. "The American Indian," No. ME 1002

   b. "The Buffalo and Westward Expansion," No. ME 1015

   c. "The Last Frontier," No. ME 1023

   (All are listed at $6.00 each)

2. "The American Indian, A Portrait in Limbo" by Peter Farb. Copies from Man's Rise to Civilization as Shown by the American Indians of North America from Primeval Times to the Coming of the Industrial State, E. P. Dutton and Company, Inc., New York, 1968.

3. Maps from the American Studies text you are using in your county.

4. Progress Report may be obtained from Indian Affairs, U. S. Government Printing Office.

5. Attached treaty with the Navajos.

6. Reading source of Indian leaders from Boys Life, February of 1961.

7. Reading source of Brazilian Indian treatment today from Issues Today, AEP Publications, Volume 2, No. 4, October 15, 1969.

8. Senior Scholastic, October 13, 1969, "American Indians," p. 3-7.

9. Arizona Highways, Vol. XLIV, No. 8, August of 1968.

10. Write the Department of the Interior for the following:

    a. "Answers to Your Questions About American Indians"

    b. Three Maps of Indian Country

    c. Pictures of Indians

    d. "Indians" -- this pamphlet concerns surviving groups today.

V. ACTIVITIES

Several weeks before the unit of study is to be used ask the students to be looking for news stories about the Indian in his continued conflict with modern society. An example would be an article from the New York Times, October 9, 1969, entitled, "Indian Tribal Audience Boos Talk by Hickel in New Mexico," which appeared in the Charleston Gazette. This concerned both Vice-President Agnew and Secretary Hickel speaking in New Mexico.

Use the chalkboard to open study by asking students to name quickly the first impression that appears in their minds when the word Indian is mentioned. List these on the board for use to look for stereotyping and misconceptions. Use the filmstrip, "The American Indian," to show early Indian tribes. The others may be omitted; however, "The Buffalo and Westward Expansion" could serve as a basic study showing the subjugation of the Indian.

Research could be done by students on Indian leaders and specific tribes. Rather than a lecture from the teacher, let students pursue their study of the Indian by reporting to the class orally. Suggestions for research are as follows:

a. Geronimo - Apache

b. Chief Joseph - Nez Perce

c. Santanta - Kiowa

d. Crazy Horse - Sioux

e. Dull Knife - Cheyenne

f. Sequoah - Cherokee

g. Tecumseh and the Prophet - Shawnees

h. Sitting Bull - Comanche

i. Quanah Parker - Comanche

Beautiful pictures of the Indians may be obtained from the Department of the Interior and used for a bulletin board or shown on the opaque projector.

Using the duplicated copies attached from the book by Peter Farb, groups would study these and a teacher-led discussion could follow.

Inquiry questions:

a. What is the theory of the settling of the Indians on our continent?

b. How did the Indian seek to remain free and keep his land?

c. What did the Navajo Treaty do to this particular tribe? How well were the parts of the treaty carried out?

d. What were the underlying reasons for our persecution of the Indian?

e. In what ways has the Indian been assimilated into our society?

f. Compare another minority group with the Indian and see if their problems parallel.

VI EVALUATION

Write an essay on one of the following:

1. Indian children in an earlier period were taken from their homes and sent to eastern boarding schools. What difficulties would these children have in returning to the reservation to live?
2. Write a paragraph on the modern day American Indian, discussing at least two of the areas contained in the article from the book by Peter Farb.
3. In your personal opinion, what do you think the best answer to the Indian problem is today? Should we strive for assimilation or keep the culture of the Indian intact by helping him live in dignity on the reservation?

4. Relate the following statement to the American Indian and Westward expansion. Moral and ethical dilemmas may confront the members of a society which is complex and multi-ethnic creating problems of conflicting values.

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APPENDIX A

INDIAN TRIBAL AUDIENCE BOOS TALK BY HICKEL IN NEW MEXICO

Special to The New York Times

Albuquerque, N.M., Oct. 8--Secretary of the Interior Walter J. Hickel was repeatedly booed and jeered and was barely able to finish a speech today before an all-Indian audience.

The Indians shouted for Mr. Hickel to "shut up" and "go home," and time and time again they called him a "white honky."

Mr. Hickel was forced to stop several times during his speech, and even then he might not have been able to finish had not officers of the National Congress of American Indians made several pleas for order.

Mr. Hickel came today to address the 26th annual convention of the congress, the largest Indian organization in the country. Officials of the organization say that they represent 105 tribes, or about two-thirds of the nation's 600,000 Indians.

Demonstration Planned

Younger and more militant Indians had indicated before the speech began that they were planning some sort of demonstration. But the Secretary had not been expected to receive such strong verbal abuse.

By contrast, Vice President Agnew addressed the convention just a few hours before Mr. Hickel delivered his speech, and the Vice President was applauded politely at the start of his address and warmly at its conclusion.

In his speech, the Vice President conceded that the Federal Government had been "less than effective" in its policies dealing with the problems of American Indians. But he said that the blame lay chiefly with the Democrats, who controlled the Government during the last eight years.

Mr. Agnew told the convention that he had not come here to place the blame. But he said he felt that it had become necessary for him to speak out in view of certain remarks made here yesterday by Senator Edward M. Kennedy.

In his speech, the Massachusetts Democrat, who is his party's whip, called the Federal Government's policies where Indians are concerned a "continuing national failure of major proportions."

Mr. Agnew said:

"I must remind you that Senator Kennedy's party presided over those failures for the past eight years--eight years of Democratic control of the White House and a Democratic-controlled Congress."

The Vice President said that he could, however, understand Senator Kennedy when he said that he knew where the blame should be placed.

"Yes," Mr. Agnew said, "we know where the blame lies. It lies in eight years of inaction, crocodile tears, and fancy promises by the same people who now send Senator Kennedy to commiserate with you."

Although the Vice President offered no new programs during his address, he told the 1,000 delegates that "this Administration recognizes that the time of oratory and tokenism is past."

Mr. Agnew said, "The time for action has come. The time for Indian leadership has come. The time for solution and progress has come."

While a number of delegates expressed private concern over Vice President Agnew's commitment to Indian causes, there were no outbursts during his talk.

But when Secretary Hickel took the microphone, Wendell Chino, the president of the congress, had to come to his aid on several occasions so that he could finish his speech.

"Mr. Hickel is an official of the American Government, and we love America, so let us extend to him the same courtesy we did for Mr. Agnew," Mr. Chino pleaded.

Boos Grew Louder

At first, the boos and jeers grew louder.

"It is important that we give him due courtesy as an official of this great country of ours," Mr. Chino continued, gesturing with his arms.

Hickel continued with his address, but the heckling resumed after a few minutes. This time, David Cargo, came to the microphone and asked that the Secretary be permitted to speak.

The sergeant-at-arms was also asked to take hecklers in hand. A number of those opposing Mr. Hickel could not get into the ballroom and were standing at the rear of the hall. Attempts were made to push them out.

Near the end of the speech they left, saying that they would corner Mr. Hickel outside. However, that confrontation was avoided when the Secretary remained inside the hotel for some private meetings with Indian officials.

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APPENDIX B

Treaty Between The United States of America

and the

Navajo Tribe of Indians

Concluded June 1, 1868
Ratification Advised July 25, 1868
Proclaimed August 12, 1868

Andrew Johnson, President of the United States of America,
To All and Singular to Whom These Presents Shall Come, Greeting

Whereas a Treaty was made and concluded at Fort Sumner, in the Territory of New Mexico, on the first day of June, in the year of our Lord one thousand eight hundred and sixty-eight, by and between Lieutenant General W. T. Sherman and Samuel F. Tappan, Commissioners, on the part of the United States, and Barboncito, Arunijo, and other Chiefs and Headmen of the Navajo tribe of Indians, on the part of said Indians, and duly authorized thereto by them, which Treaty is in the words and figures following to wit:

Articles of a Treaty and Agreement made and entered into at Fort Sumner, New Mexico, on the first day of June, 1868, by and between the United States, represented by its Commissioners, Lieutenant General W. T. Sherman and Colonel Samuel F. Tappan, of the one part, and the Navajo nation or tribe of Indians, represented by their Chiefs and Headmen, duly authorized and empowered to act for the whole people of said nation or tribe, (the names of said Chiefs and Headmen being hereto subscribed,) of the other part, witness:

Article I

From this day forward all war between the parties to this agreement shall forever cease. The government of the United States desired peace, and its honor is hereby pledged to keep it. The Indians desire peace, and they now pledge their honor to keep it.

If bad men among the whites, or among other people subject to the authority of the United States, shall commit any wrong upon the person or property of the Indians, the United States will, upon proof made to the agent and forwarded to the Commissioner of Indian Affairs at Washington city, proceed at once to cause the offender to be arrested and punished according to the laws of the United States, and also to reimburse the injured persons for the loss sustained.

If bad men among the Indians shall commit a wrong or depredation upon the person or property of any one, white, black, or Indian, subject to the authority of the United States and at peace therewith, the Navajo tribe agree that they will, on proof made to their agent, and on notice by him, deliver up the wrong-doer to the United States, to be tried and punished according to its laws; and in case they wilfully refuse so to do, the person injured shall be reimbursed for his loss from the annuities or other moneys due or to become due to them under

this treaty, or any others that may be made with the United States. And the President may prescribe such rules and regulations for ascertaining damages under this article as in his judgment may be proper; but no such damage shall be adjusted and paid until examined and passed upon by the Commissioner of Indian Affairs, and no one sustaining loss whilst violating, or because of his violating, the provisions of this treaty or the laws of the United States, shall be reimbursed therefor.

Article II

The United States agrees that the following district of country, to wit: bounded on the north by the 37th degree of north latitude, south by an east and west line passing through the side of old Fort Defiance, in Canon Bonito, east by the parallel of longitude which, if prolonged south, would pass through old Fort Lyon, or the Ojo-de-oso, Bear Spring, and west by a parallel of longitude about 109° 30' west of Greenwich, provided it embraces the outlet of the Canon-de-Chilly, which canon is to be all included in this reservation, shall be, and the same is hereby, set apart for the use and occupation of the Navajo tribe of Indians, and for such other friendly tribes or individual Indians as from time to time they may be willing, with the consent of the United States, to admit among them; and the United States agrees that no persons except those herein so authorized to do, and except such officers, soldiers, agents, and employes of the government or of the Indians, as may be authorized to enter upon Indian reservations in discharge of duties imposed by law, or the orders of the President, shall ever be permitted to pass over, settle upon, or reside in, the territory described in this article.

Article III

The United States agrees to cause to be built at some point within said reservation, where timber and water may be convenient, the following buildings: a warehouse, to cost not exceeding twenty-five hundred dollars; an agency building for the residence of the agent, not to cost exceeding three thousand dollars; a carpenter shop and blacksmith shop, not to cost exceeding one thousand dollars each; and a school house and chapel, so soon as a sufficient number of children can be induced to attend school, which shall not cost to exceed five thousand dollars.

Article IV

The United States agrees that the agent for the Navajos shall make his home at the agency building; that he shall reside among them and shall keep an office open at all times for the purpose of prompt and diligent inquiry into such matters of complaint by or against the Indians as may be presented for investigation, as also for the faithful discharge of other duties enjoined by law. In all cases of depredation on person or property he shall cause the evidence to be taken in writing and forwarded, together with his finding, to the Commissioner of Indian Affairs, whose decision shall be binding on the parties to this treaty.

Article V

If any individual belonging to said tribe, or legally incorporated with it, being the head of a family, shall desire to commence farming, he shall have the privilege to select, in the presence and with the assistance of the agent then in charge, a tract of land within said reservation, not exceeding one hundred and sixty acres in extent, which tract, when so selected, certified, and recorded in the "land book" as herein described, shall cease to be held in common, but the same may be occupied and held in the exclusive possession of the person selecting it, and of his family, so long as he or they may continue to cultivate it.

Any person over eighteen years of age, not being the head of a family, may in like manner select, and cause to be certified to him or her for purposes of cultivation, a quantity of land, not exceeding eighty acres in extent, and thereupon be entitled to the exclusive possession of the same as above directed.

For each tract of land so selected a certificate containing a description thereof, and the name of the person selecting it, with a certificate endorsed thereon that the same has been recorded, shall be delivered to the party entitled to it by the agent, after the same shall have been recorded by him in a book to be kept in his office, subject to inspection, which said book shall be known as the "Navajo Land Book."

The President may at any time order a survey of the reservation, and, when so surveyed, Congress shall provide for protecting the rights of said settlers in their improvements, and may fix the character of the title held by each. The United States may pass such laws on the subject of alienation and descent of property between the Indians and their descendants as may be thought proper.

Article VI

In order to insure the civilization of the Indians entering into this treaty, the necessity of education is admitted, especially of such of them as may be settled on said agricultural parts of this reservation, and they therefore pledge themselves to compel their children, male and female, between the ages of six and sixteen years, to attend school; and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly complied with: and the United States agrees that, for every thirty children between said ages who can be induced or compelled to attend school, a house shall be provided, and a teacher competent to teach the elementary branches of an English education shall be furnished, who will reside among said Indians, and faithfully discharge his or her duties as a teacher.

The provisions of this article to continue for not less than ten years.

Article VII

When the head of a family shall have selected lands and received his certificate as above directed, and the agent shall be satisfied that he intends in good faith to commence cultivating the soil for a living, he shall be entitled to receive seeds and agricultural implements for the first year, not exceeding in value one hundred dollars, and for each succeeding year he shall continue to farm, for a period of two years, he shall be entitled to receive seeds and implements to the value of twenty-five dollars.

Article VIII

In lieu of all sums of money or other annuities provided to be paid to the Indians herein named under any treaty or treaties heretofore made, the United States agrees to deliver at the agency house on the reservation herein named, on the first day of September of each year for ten years, the following articles, to wit:

Such articles of clothing, goods, or raw materials in lieu thereof, as the agent may make his estimate for, not exceeding in value five dollars per Indian--each Indian being encouraged to manufacture their own clothing, blankets, &c.; to be furnished with no article which they can manufacture themselves. And, in order that the Commissioner of Indian Affairs may be able to estimate properly for the articles herein named, it shall be the duty of the agent each year to forward to him a full and exact census of the Indians, on which the estimate from year to year can be based.

And in addition to the articles herein named, the sum of ten dollars for each person entitled to the beneficial effects of this treaty shall be annually appropriated for a period of ten years, for each person who engages in farming or mechanical pursuits, to be used by the Commissioner of Indian Affairs in the purchase of such articles as from time to time the condition and necessities of the Indians may indicate to be proper; and if within the ten years at any time it shall appear that the amount of money needed for clothing, under the article, can be appropriated to better uses for the Indians named herein, the Commissioner of Indian Affairs may change the appropriation to other purposes, but in no event shall the amount of this appropriation be withdrawn or discontinued for the period named, provided they remain at peace. And the President shall annually detail an officer of the army to be present and attest the delivery of all the goods herein named to the Indians, and he shall inspect and report on the quantity and quality of the goods and the manner of their delivery.

Article IX

In consideration of the advantages and benefits conferred by this treaty, and the many pledges of friendship by the United States, the tribes who are parties to this agreement hereby stipulate that they will relinquish all right to occupy any territory outside their reservation, as herein defined, but retain the right to hunt on any unoccupied lands contigiguous to their reservation, so long as the large game may range thereon in such numbers as to justify the chase; and they, the said Indians, further expressly agree:

1st. That they will make no opposition to the construction of railroads now being built or hereafter to be built, across the continent.

2nd. That they will not interfere with the peaceful construction of any railroad not passing over their reservation as herein defined.

3rd. That they will not attack any persons at home or travelling, nor molest or disturb any wagon trains, coaches, mules or cattle belonging to the people of the United States, or to persons friendly therewith.

4th. That they will never capture or carry off from the settlements women or children.

5th. They will never kill or scalp white men, nor attempt to do them harm.

6th. They will not in future oppose the construction of railroads, wagon roads, mail stations, or other works of utility or necessity which may be ordered or permitted by the laws of the United States; but should such roads or other works be constructed on the lands of their reservation, the government will pay the tribe whatever amount of damage may be assessed by three disinterested commissioners to be appointed by the President for that purpose, one of said commissioners to be a chief or head man of the tribe.

7th. They will make no opposition to the military posts or roads now established, or that may be established, not in violation of treaties heretofore made or hereafter to be made with any of the Indian tribes.

Article X

No future treaty for the cession of any portion or part of the reservation herein described, which may be held in common, shall be of any validity or force against said Indians unless agreed to and executed by at least three-fourths of all the adult male Indians occupying or interested in the same; and no cession by the tribe shall be understood or construed in such manner as to deprive, without his consent, any individual member of the tribe of his rights to any tract of land selected by him as provided in article -- of this treaty.

Article XI

The Navajos also hereby agree that at any time after the signing of these presents they will proceed in such manner as may be required of them by the agent, or by the officer charged with their removal, to the reservation herein provided for, the United States paying for their subsistence en route, and providing a reasonable amount of transportation for the sick and feeble.

Article XII

It is further agreed by and between the parties to this agreement that the sum of one hundred and fifty thousand dollars appropriated or to be appropriated shall be disbursed as follows, subject to any conditions provided in the law, to wit:

1st. The actual cost of the removal of the tribe from the Bosque Redondo, reservation to the reservation, say fifty thousand dollars.

2nd. The purchase of fifteen thousand sheep and goats, at a cost not to exceed thirty thousand dollars.

3rd. The purchase of five hundred beef cattle and a million pounds of corn, to be collected and held at the military post nearest the reservation, subject to the orders of the agent, for the relief of the needy during the coming winter.

4th. The balance, if any, of the appropriation to be invested for the maintenance of the Indians pending their removal, in such manner as the agent who is with them may determine.

5th. The removal of this tribe to be made under the supreme control and direction of the military commander of the Territory of New Mexico, and when completed, the management of the tribe to revert to the proper agent.

Article XIII

The tribe herein named, by their representatives, parties to this treaty, agree to make the reservation herein described their permanent home, and they will not as a tribe make any permanent settlement elsewhere, reserving the right to hunt on the lands adjoining the said reservation formerly called theirs, subject to the modifications named in this treaty and the orders of the commander of the department in which said reservation may be for the time being; and it is further agreed and understood by the parties to this treaty, that if any Navajo Indian or Indians shall leave the reservation herein described to settle elsewhere, he or they shall forfeit all the rights, privileges, and annuities conferred by the terms of this treaty; and it is further agreed by

the parties to this treaty, that they will do all they can to induce Indians now away from reservations set apart for the exclusive use and occupation of the Indians, leading a nomadic life, or engaged in war against the people of the United States, to abandon such a life and settle permanently in one of the territorial reservations set apart for the exclusive use and occupation of the Indians.

In testimony of all which the said parties have hereunto, on this the first day of June, eighteen hundred and sixty-eight, at Fort Sumner, in the Territory New Mexico, set their hands and seals.

W. T. Sherman
Lt. Gen'l. Indian Peace Commissioner
S. F. Tappan
Indian Peace Commissioner

Barboncito, Chief		his X mark
Armijo		his X mark
Delgado		his X mark
Manuelito		his X mark
Largo		his X mark
Herrero		his X mark
Chiqueto		his X mark
Muerto De Hombre		his X mark
Hombro		his X mark
Narbono		his X mark
Narbono Segundo		his X mark
Ganado Mucho		his X mark
	Council	
Riquo		his X mark
Juan Martin		his X mark
Serginto		his X mark
Grande		his X mark
Inoetenito		his X mark
Muchachos Mucho		his X mark
Chiqueto Sergundo		his X mark
Cabello Amarillo		his X mark
Francisco		his X mark
Torivio		his X mark
Despendado		his X mark
Juan		his X mark
Guero		his X mark
Gugadore		his X mark
Cabason		his X mark
Barbon Segundo		his X mark
Cabares Colorados		his X mark

Attest:
Geo. W. G. Getty
Co. 37th Inf'y, Bt. Maj. Gen'l. USA
B. S. Roberts
Bt. Brg. Gen'l. USA, Lt. Col. 3d Cav'y
J. Cooper McKee
Bt. Lt. Col. Surgeon USA
Theo. H. Dodd,
U.S. Indian Ag't for Navajos
Chas. McClure
Bt. Maj. and C.S. USA
James E. Weeds
Bt. Maj. and Asst. Surg. USA

J. C. Sutherland,
Interpreter
William Vaux
Chaplain USA

And whereas, the said treaty having been submitted to the Senate of the United States for its constitutional action thereon, the Senate did, on the twenty-fifth day of July, one thousand eight hundred and sixty-eight, advise and consent to the ratification of the same, by a resolution in the words and figures following to wit:

In Executive Session, Senate of the United States
July 25, 1868

Resolved, (two-thirds of the senators present concurring,) That the Senate advise and consent to the ratification of the treaty between the United States and Navajo Indians, concluded at Fort Sumner, New Mexico, on the first day of June, 1868.

Attest:

Geo. C. Gorham
Secretary
By W. J. McDonald
Chief Clerk

Now, therefore, be it known that I, Andrew Johnson, President of the United States of America, do, in pursuance of the advice and consent of the Senate, as expressed in its resolution of the twenty-fifth of July, one thousand eight hundred and sixty-eight, accept, ratify, and confirm the said treaty.

In testimony whereof, I have hereto signed my name, and caused the seal of the United States to be affixed.

Done at the City of Washington, this twelfth day of August in the year of our Lord one thousand eight hundred and sixty-eight, and of the Inde-
Seal pendence of the United States of America the ninety-third.
Andrew Johnson

By the President:
W. Hunter,
Acting Secretary of State.

MUCKRAKERS: YESTERDAY AND TODAY

LUCILLE ARMSTRONG
SOCIAL STUDIES SUPERVISOR
KANAWHA COUNTY

I ORGANIZING THEME NO. 9

Democratic societies encourage the development of responsibility by the individual toward his society. This includes an insistence on the basic freedoms such as speech, press, and religion, the maintenance of a climate of inquiry and cooperation and an interest in the formulation of national goals and policies.

II WHAT IS TO BE TAUGHT

1. In the new curriculum this would be in American Studies II; in Kanawha County's present curriculum, it could be in civics (9th), problems of democracy, or American history at the 8th or 11th grade. A High School History of Modern America, Shafer, Augspurger, McLemore, Finkelstein - pp. 339-407.
2. This short unit would ordinarily be taught about mid-term, but current events could change the time of its effectiveness.
3. Emphasis on the importance of individuals and how one individual may truly make a difference.
4. Historical background of the Muckrakers in the early 1900's.
5. Excerpt from The Jungle.
6. Articles from current periodicals and newspapers. (The teacher could duplicate some of these for her own class's use.)

III BASIC CONCEPTS

1. Freedom of the individual.

2. Power of the individual.

3. Power of the press.

4. Climate of freedom.

IV CONTENT AND MATERIAL

1. Text assignment of Muckrakers.

2. Current clippings e. g. 1969 findings on cyclamates, automobile safety, toy safety.

V ACTIVITIES

1. Teacher could bring canned meats and vegetables. Have students study labels about the contents of the cans.

2. Students to read excerpt from The Jungle by Upton Sinclair. (See attachment) Many students will probably want to read the entire book.

3. Students to read text assignment.

4. Students to look at Reader's Guide to Periodical Literature for current magazine articles. (1969 cyclamate controversy, toy safety)

5. Reports by students on articles from magazines and newspapers.

6. Discussion on comparing Upton Sinclair and Ralph Nader. (Hot War on the Consumer by Ralph Nader, David Sanford, James Ridgeway, Robert Coles and others, published, 1969)

7. Role playing by students which will bring out the influence of individuals on national policy and legislation.

8. Discussion about kind of government that encourages individual freedom of inquiry and dissent.

VI EVALUATION

Write a short paper (no more than one page) on one of the following:

A. Imagine that it is two days after Christmas. Your young brother, age three, received a teddy bear for Christmas. He has managed to pull out the eyes of the teddy bear. Fortunately, your mother was nearby; because at the other end of the eye was a serrated steel blade about two inches long. What might be some sensible action to take?

B. Assume you were the president of Durham's Meat Packing House and you had just read Upton Sinclair's, The Jungle. What action might you have taken?

C. Assume that you were a housewife and had just read The Jungle. What action might you have taken?

D. Assume you had been a congressman from the Chicago district which was the home of many meat packing plants. What action would you have taken?

Appendix A

WORKERS IN THE JUNGLE

The author of The Jungle presented his readers with gruesome descriptions of the occupational diseases and hazards of "Packingtown": "There were the men in the pickle-rooms, for instance. . . scarce a one of these that had not some spot of horror on his person. Let a man so much as scrape his finger pushing a truck in the pickle-rooms, and. . . all the joints in his fingers might be eaten by the acid, one by one. Of the butchers and floorsmen, the beef-boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. . . There were those who worked in the chilling-rooms, and whose special disease was rheumatism; the time-limit that a man could work in the chilling-rooms was said to be five years. There were the wool-pluckers, whose hands went to pieces even sooner than the hands of the pickle-men; for the pelts of the sheep had to be painted with acid. . . and as for the other men, who worked in tank-rooms full of steam. . . their peculiar trouble was that they fell into the vats; and when they were fished out, there was never enough of them left to be worth exhibiting,--sometimes they would be overlooked for days, till all but the bones of them had gone out to the world as Durham's Pure Leaf Lard!"

From The Jungle by Upton Sinclair.

RELIGION AND LAW IN AMERICA

ROBERT VACHERESSE
EAST BANK HIGH
KANAWHA COUNTY

I ORGANIZING THEME NO. 7

All Societies have developed in different degrees of elaboration special political institutions for providing for their continuity and for insuring that their members do conform to its ways of meeting needs. These political institutions use the ultimate threat of force to insure conformity.

II WHAT IS TO BE TAUGHT

This unit will be planned for high school American Studies but could also be used in many other related fields. This unit is planned for a period of one to two weeks and will be taught in the period of the Westward Movement.

Students have been taught that many people came to America to secure religious freedom. However, many fail to realize that the same people who secured religious freedom for themselves denied the same right to others. The Puritans were an example of this in that they persecuted those who differed in their beliefs. They forced all others to conform to their ideas and ways.

For the purpose of this study we shall consider the Mormon Movement west and their contribution to the settling of the west as well as the intolerance and persecution they suffered because of their beliefs.

Although this unit is concentrated on a specific religious group, other examples may also be considered who have been persecuted to conform to the majority religious beliefs.

III BASIC CONCEPTS

Using the concept CONFORM, the student will see how the majority reacts to a group minority. Other concepts could be as follows: minority, groups, discrimination, tolerance, religious freedom.

IV CONTENT AND MATERIAL

Mormon's Polygamy: Private Affair or Threat to Society? Use of Appendix - A attached to this unit.

Maps from text showing westward expansion. Any text will do.

The Latter-day Saints "The Mormons Yesterday and Today" By Robert Mullen; Chapters 1-10. Published by Doubleday and Company, Inc. 1966, Garden City, New York, $5.95.

The Gathering of Zion "The Story of the Mormon Trail" By Wallace Stegner; Can be used as a good reference book for student readings on the progress of the Mormon movement west. Published by McGraw-Hill Book Co., New York, Toronto and London; 1964.

Kingdom of the Saints "The story of Brigham Young and the Mormons." Chapters 5, page 102; 6, pages 126-128; 10 pages 218-230. By Ray B. West, Jr. Viking Press: New York 1957, $6.00.

Map showing movement of the Mormons to the west, Appendix 2.

Snake Power. Use of Appendix C

V ACTIVITIES

A. Hand out to each student a copy of Mormons' Polygamy. After the students have read the article, use the following questions as an inquiry and discussion. This will involve them in the introduction to the study of the Mormons. (see Appendix A)

Questions for inquiry:

1. Why do the officials demand that the Mormons change?
2. What basis is used for this religious practice?
3. How can the Mormons be forced to conform to the majority practice of religion?
4. What reaction does the average citizen mentioned in the article express?
5. Give your own example of polygamy.
6. Did the Bill of Rights also apply to the Mormons?
7. What examples of discrimination were mentioned in the article?
8. Was the act passed by the Utah legislature just and democratic? (In the article)

B. The teacher should encourage each student to look through available materials and find information on the Mormons. Have the students organize into teams and report their findings to the class. Allow the class time for discussion on each report. Topics that can be reported on by the student are as follows:

1. Religious beliefs of the Mormons.
2. Founder of the Mormon faith.
3. The Book of Mormon and how it was written.
4. What persecutions have the Mormons suffered?
5. Mormon reaction to other religions.
6. The government argument and viewpoint toward the Mormons.
7. What conflicts the majority Christians have against the Mormons.
8. Leaders of the Mormon faith.
9. Symbols of religion used by the Mormon church.

C. Organize a debate with one team taking the majority religious viewpoint and one the Mormon viewpoint. Question: We are practicing marriage as God has commanded us! We know we are right, why do you not believe us? Allow the students time to hunt sources for materials for debate and allow the class to ask each team questions pertaining to the debate.

D. A chart can be drawn up by the students illustrating the majority religious beliefs and that of the Mormons. This chart can be posted on the bulletin board or chalk board and added to by the students when reports are given. Build up the chart step by step with student research.

E. Additional materials on the Mormons and their westward movement can be designed by students and teacher to add interest and additional information to the class's study.

F. If possible, a speaker could be invited to speak to the class on the Mormon religion. Speakers can be invited from the Church of Latter-day Saints if one of these churches is located in your area.

G. The map attached to the unit (Appendix B) can be used by the students to trace the westward movement of the Mormons. Have the students locate the following cities on a blank U. S. map or on copies of the one attached: Whitingham, Vermont; Palmyra, New York; Kirtland, Ohio; Nauvoo, Illinois; Carthage, Illinois; Independence, Missouri; Winter location in Nebraska; Salt Lake City, Utah. Have the students draw lines connecting each city, one after another, from Vermont to Utah. This line will show the westward trek of the Mormons.

H. After completing the discussion on the article on polygamy and the Mormons, pass out the article on Snake Power to each of the students. Copies can be made on Xerox or retyped on Mimeograph or Ditto. Have each student read the article and be allowed to comment on it. Later use this article with a list of questions for testing and evaluation on your study. (Appendix C)

VI EVALUATION

The student may be evaluated by use of the article "Snake Power" and use of the following questions to be written in an essay form of answer. (Appendix C)

Questions: Students may pick out any two to write on.

1. Compare the Mormon beliefs to that of the Snake Cult.
2. In what ways did the law deal with the Snake Cult as it did with the Mormon?
3. Explain and compare the reaction of the state governments of Utah and Virginia to this problem.
4. How would the modern day Supreme Court rule on the right of the Snake Cult and Mormons to practice their religion? (use your own opinion in answering this question in relation to the present day Supreme Court)
5. Defend the Mormons and the Snake Cult by using the Bill of Rights: Article one.
6. In your own opinion, would the state of West Virginia be justified in taking court action against these two religions?

APPENDIX A

Mormon's Polygamy: Private Affair or Threat to Society?

No Tenet of the Mormons has caused them as much trouble as polygamy. It was in 1843 that Joseph Smith, founder of the Mormon faith, first announced in Nauvoo, Illinois, that a "revelation" gave sanction to this practice. Nine years later, in Salt Lake City, Brigham Young and his aides openly proclaimed plural marriages as part of their faith, thereby bringing down upon devout church members the wrath of their neighbors and the Federal Government as well. . .

To the Mormon faithful, Polygamy was divinely ordained and the number of a man's wives and children definitely added to his stature and glory in heaven. Further, it was prevailing Mormon belief that God intended every woman to be a wife and mother, and in the pioneer Utah Territory there were more female than male converts.

As the territory opened up, federal laws cracked down on "polygs" and "cohabs" (Cohabitants, as they were called). Juries--from which Mormons were barred--handed down indictments; Leaders were jailed. . . and representatives to Congress could not take their seats without an antipolygamy oath.

By 1890, the Church of Jesus Christ of Latter-day Saints had had enough. The Mormons officially abandoned polygamy as a doctrine. But a Fundamentalist sect continues to believe in and practice plural marriage. About a year ago (1954), officials arrested most of the male population of the little town of Short Creek, Utah. The Drives had little effect; men served their full terms and returned to their wives and children.

This week, (Utah) state and county officials were off on another polyg crack-down. . .

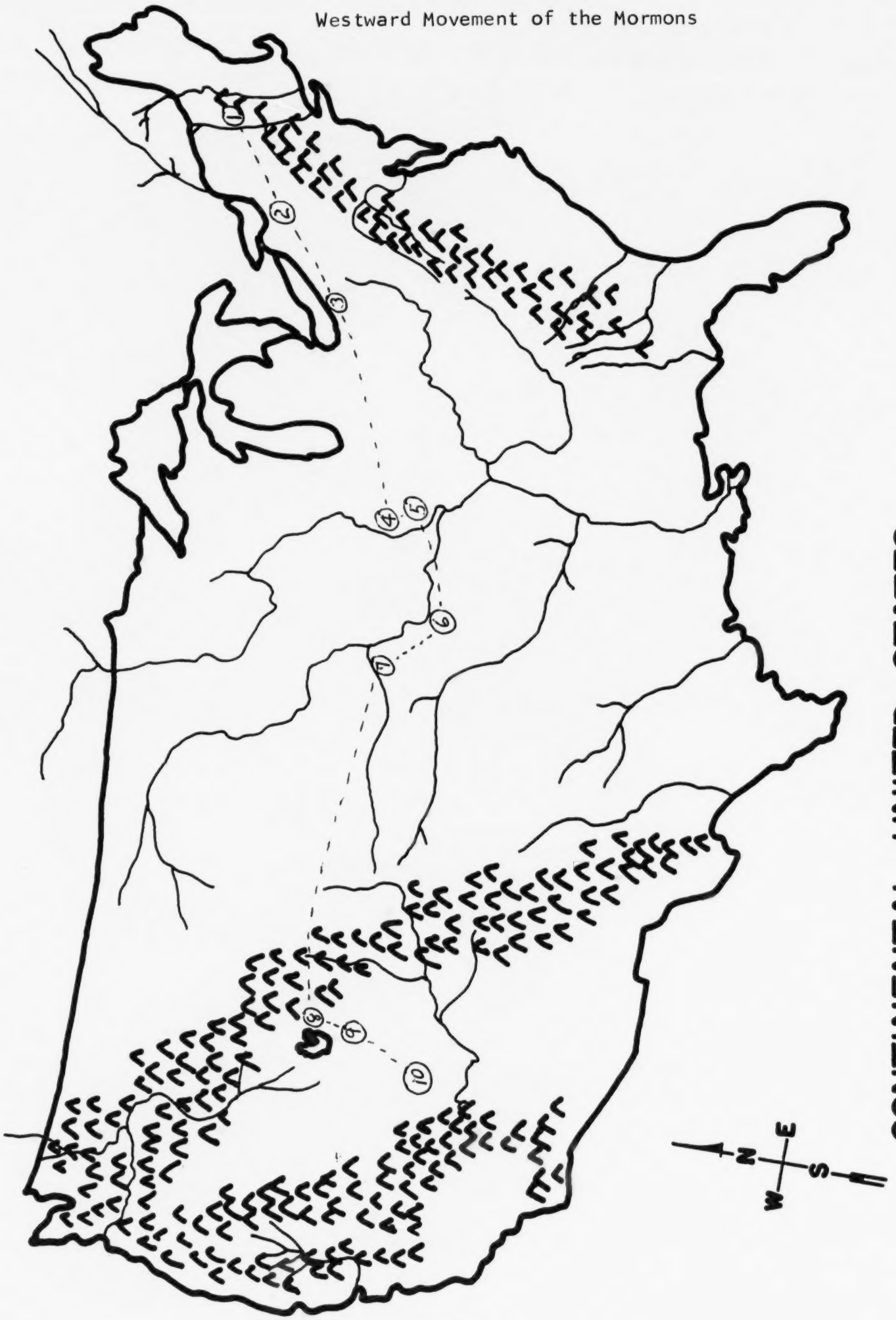
The polyg hunters were getting little cooperation from sympathetic Utahans. Citizens were irked by the fact that the drive against the Fundamentalist sect was being financed by a $20,000 appropriation made by the 1954 legislature--a secret appropriation never revealed to press and public. Secondly, many a Utah Mormon takes quiet pride in his polygamous forebears and is inclined to be lenient toward the Fundamentalists. . .

Utah polygamists may number 20,000. As State Attorney General E. B. Callister admitted, "Utah's jails aren't big enough to hold them all.

(Reprint with permission of NEWSWEEK Magazine of November 21, 1955.)

APPENDIX B

Westward Movement of the Mormons



APPENDIX C

Snake Power Sects

Last August, during an evening service at the White Frame Holiness Church of God in Jesus' Name at Big Stone Gap, Virginia, Oscar Pelfrey, 65, stood before the congregation holding a pair of rattlesnakes. "I believe, Jesus, O Jesus, I believe--thank you, Jesus!" cried Pelfrey, a lay minister of the church. Suddenly, one of the rattlesnakes struck him on the left temple. Taken home, he refused medical attention and died six hours later.

Last week a Virginia Circuit Court of Appeals convicted a member of the Big Stone Gap congregation, Roscoe Mullins, 50, of violating a state law against handling snakes "in such a manner as to endanger the life or health of any person." (Another defendant, Kenneth Short, was acquitted of the same charge.) The prosecution claimed that Mullins has also handled the snakes at the service, thus endangering other worshipers. He was sentenced to 30 days in jail and a $50 fine. Released on $2,000 bond, Mullins said that he would appeal all the way to the Supreme Court if necessary, on the grounds that the Virginia Law violated his constitutional rights to religious freedom.

Mostly Illegal. Mullins' conviction--the first under Virginia's snake-handling law in 21 years--was a reminder that the use of serpents in worship is still alive in the mountain villages of Southern Appalachia. Across rural Virginia, West Virginia, Kentucky, Tennessee, and North Carolina, dozens of small fundamentalist churches regularly include the handling of rattlers or copperheads as part of their services. How many snake handlers that there are is not really known. Generally they are as secretive as moonshiners, and for much the same reason: The cult is illegal except in West Virginia.

Snake handling, which has been practiced in the South since the turn of the century, is based on Jesus' words in MARK 16: "In my name they will cast out demons: they will pick up serpents, and if they drink any deadly thing it will not hurt them." The snakes, which are kept in special boxes by leaders of the congregation, are usually brought out as the climax to frenzied revival meetings that may last for as long as four hours. "When the ecstasy of the Lord is upon you and you take up serpents," explains Mullins, "you have no fear. You got to believe this yourself. If you move too fast sometimes, or too slow, you'll get bit. But if you are under the anointing power of God, the serpent won't hurt you.

Amputations and death. Of course, God does not always provide his anointing power. Mullins' right hand was amputated in 1953 after he was bitten by a rattler, and some church experts estimate that there may be as many as 75 snakebites a year as a result of the services. Nonetheless, the snake handlers' faith remains unshaken. They argue, in fact, that the deaths are simply God's way of answering detractors who accuse the sects of using defanged serpents. As for the late Oscar Pelfrey, says Mullins, "He died 100% in his faith." Why, then, was he bitten? "I can't explain it. That is between him and God. It was God's will." (Reprinted with the permission of TIME magazine, November 1, 1968.)

"Snake Power" - Time Magazine, November 21, 1955. Reprinted by permission.

Bibliography

Page numbers and chapters of articles used can be found in the contents of this unit.

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Mullen, Robert - The Latter-day Saints "The Mormons Yesterday and Today" Doubleday and Company, Inc., 1966, Garden City, New York.

Smith, Joseph - (Translation) The Book of Mormon The Church of Jesus Christ of Latter-day Saints. Can be loaned on request from any of these churches in your area or from Salt Lake City, Utah.

Stegner, Wallace - The Gathering of Zion - "The story of the Mormon Trail" McGraw-Hill Book Co.. New York, 1964.

West, Ray B. - Kingdom of the Saints, "The story of Brigham Young and the Mormons" The Viking Press, New York, 1957.

Newsweek Magazine November 21, 1955. "Mormon's Polygamy: Private Affair or Threat to Society?

Time Magazine November 1, 1968, "Snake Power."

Other sources of information can be found in school libraries, public libraries, or from any church of Jesus Christ of Latter-day Saints or from the Deseret Book Co., Salt Lake City, Utah.

MAN'S LEISURE

LUCILLE ARMSTRONG
SOCIAL STUDIES SUPERVISOR
KANAWHA COUNTY

I ORGANIZING THEME NO. 14

Man's environment and his perception of it undergoes change to which man must accommodate himself. Concepts of time and space, and of relevant time spans and space distances are shaped by culture, by group associations and by the intellectual and social maturation. The interaction of these factors determine man's adaptation to and modification of his environment.

II WHAT IS TO BE TAUGHT

An analysis of this statement: In an article in a popular magazine this was said: "By 1985 the typical American worker may have to choose retirement at age 38, or a 22-hour work week, or a 25-week annual vacation."

1. This would be a discussion probably lasting one class period.
2. Ninth grade civics - (Could be Sociology or Problems of Democracy)

III BASIC CONCEPTS

1. Change
2. Modification

IV CONTENT AND MATERIAL

The short statement under number II.

V ACTIVITIES

1. Each student should have a copy of the statement.

2. Discuss the approximate age class members will be in 1985 and what they hope or think they may be doing.
3. Discuss reactions to these prophecies.
4. Discuss problems that may result from a 22-hour work week.
5. Discuss advantages of this possible increase of leisure.
6. If students believe this statement is completely impossible, give some background information (or have students research it). For example, in 1880 the labor unions were asking for an eight-hour day which included Saturdays. This would have meant a 48-hour week.
7. Selected students should use the Reader's Guide to Periodical Literature for articles that would be related to this subject.

Name_____

Write approximately one-half page on either of the questions below.

I Imagine that it is now 1985 and that you are working a 22-hour week. What would you want to do in the leisure hours you would have?

or

II What curricular changes or additions would seem to you to be important for schools to make during the next decade to help students to be better prepared to use their increased amount of leisure time more wisely?

CONSERVATION

JANET ANNE RHULE
BUENA VISTA ELEMENTARY
KANAWHA COUNTY

I ORGANIZING THEME NO. 14

Man's environment and his perception of it undergoes change to which man must accommodate himself. Concepts of time and space, and of relevant time spans and space distances are shaped by culture, by group associations, and by the level of intellectual and social maturation. The interaction of these factors determine man's adaptation to and modification of his environment.

II WHAT IS TO BE TAUGHT

Each spring many of our creeks and rivers flood. This unit is to be taught in a one week period to primary children when floods and high waters are in the news. It should follow another unit in which the children have become aware of the creeks and rivers in their community.

III BASIC CONCEPT

Environmental Change -- Sub-concept "Topographic change." Land is constantly being changed by man and by nature.

IV CONTENT AND MATERIAL

Clippings from newspapers concerning current flood and high water news could be collected by teacher or students and displayed in an area where children would be able to see and discuss them informally.

Three pages mimeograph story "Little Tree" by Janet Anne Rhule.

Film, "Adventures of Jr. Raindrop"

(See Bibliography)

V ACTIVITIES

1. Let children speculate as to what the ground where their school is built once looked like. List on overhead transparency or chart under headings "Would have seen" and "Wouldn't have seen" as children dictate. Save this for use in evaluation.
2. Show film "Adventures of Jr. Raindrop."
3. Use a brick and sponge to show how some soil will hold moisture and hard packed or paved areas cause run-off. Place brick and sponge in shallow pan and let children pour water on each. This might be left in the room for children to do again in small groups.
4. Read mimeo story "Little Tree." (The teacher could make a tape recording for listening center when reading to the class.)
5. Questions
   a. What changes did Little Tree tell had taken place?
   b. Are changes always good?
   c. Are changes always bad?
   d. What was the biggest problem Little Tree saw as a result of changes?
   e. Could a few people really stop a flood?
   f. What are some types of equipment that would be used to start flood control?

g. Does this equipment cost a lot of money?

h. How does the government get the money?

VI EVALUATION

As a comparative evaluation, use the overhead list or chart of changes which children gave in activity #1. Very likely there will be animals such as deer, bears, and turkeys listed.

ASK: 1. Why do we not see these animals today?

2. What changes have caused these animals to leave?

3. Have these changes helped us?

VII BIBLIOGRAPHY

Film "Adventures of Jr. Raindrop"

Animated. Shows need for everyone to be informed on good watershed management. Raindrops, like children, become delinquent and lawless.

Ten minute, color, produced by Castle Film. Distributed by DuArt Film Library, U. S. Government Film Services, 245 West 55th Street, New York, New York 10019. ($130.00)

APPENDIX A

LITTLE TREE

by

Janet Rhule

One drop, two drops--yes, it was raining. Little Tree knew it was the beginning of the spring rains. How worried and afraid he was. Would he be washed away this year?

As he stood near the bubbling creek, he remembered how happy he used to feel when the spring rains started. How glad he had been to have the winter's snow melt away and to hear the stream start its merry spring song when it came down the mountain, full and sparkling clear. But that had been a long time ago, back when the field had been plowed under each year, ready for spring planting. How it had soaked up the rain! Now the rain washed over the field because it was no longer planted.

Looking at the new interstate highway that had gone through a nearby mountain, Little Tree wondered how soon the rain would come rushing down into the creek. Once the mountain had been covered with trees and so had the hollow. Now the hollow was filled with new homes.

Little Tree really liked these changes. He liked seeing the cars and trucks hurrying by and he was glad that people could move out of the crowded, noisy city. With the new homes came children. It wouldn't be long now until the weather would be warm enough for them to come out to play. This thought cheered Little Tree. He was almost the only tree around so he was well loved by the children. How much

fun they had climbing him! Little Tree was grinning limb to limb when he happened to notice the little creek. It wasn't sparkling and clear. No, it was muddy and the water was getting higher.

Some days were sunny, but still Little Tree kept his eye watchfully on the creek. Last spring the water had come up over the banks of the creek and around Little Tree's trunk. He had been lucky; he had not been washed away. More and more trees were lost every year as the creek became angrier and angrier about all the water that rushed into it. Would he be able to hold on this year? Oh, how he wanted to stay and enjoy the children's games!

Suddenly Little Tree became concerned for the children. He knew houses were often swept away by floods. Little Tree wished now that the houses had never been built! Why had there been so many changes? If only the highway had not been built and if the farmers were still planting all their fields!!

The next morning was Saturday, and the fathers of the children were home. As it was a warm, sunny day, many were outside working in their yards. Didn't they know there was still danger? Just because it was sunny didn't mean there would be no more rain. Little Tree felt so helpless. What could he or a few fathers do to stop a flood? He hardly noticed when two fathers walked up and rested their rakes against him.

"Say, Jim, have you paid your taxes yet?" asked one father.

"Yes, and they sure have gone up since last year!" said the other.

"Well, at least this time I feel its worth it. That new

watershed program of the government means we don't have to worry about this creek flooding again."

Little Tree could hardly believe his twigs. What wonderful news! He and the children would be safe! He looked at the creek; though it was still muddy, he realized it wasn't much higher.

Just then Little Tree saw four boys coming toward him with hammers, nails and boards. They were going to build a Tree House! This was really going to be the best summer ever!

CONSERVATION

LUCILLE ARMSTRONG
SOCIAL STUDIES SUPERVISOR
KANAWHA COUNTY

I ORGANIZING THEME NO. 12

All people are faced with the problem of unlimited wants and limited resources. Because of this the level of economic productivity depends upon the utilization and conservation of both natural and human resources, and the interrelationships of the factors of production, and the institutionalized decision of that society as to (a) what is produced (b) by whom it is produced (c) for whom it is produced (d) in what amount it is produced.

II WHAT IS TO BE TAUGHT

1. In the revised West Virginia Social Studies curriculum this unit should be taught in American Studies II.
2. This unit will ordinarily be taught late in the school year although current events might make it more appropriate at some other times. An adequate time for this unit would be five days.
3. Emphasis on:
    a. Need for conservation in West Virginia
    b. Present-day issues that involve conservation
    c. Conflict of interests
    d. Responsibilities for conservation:
        1. Federal Government
        2. State and local government

3. Industry

4. Individual

III BASIC CONCEPTS

1. Conservation

2. Conflict

3. Resources

4. Societal decisions

IV CONTENT AND MATERIAL

1. Reading assignments from current materials that the teacher and the students have collected. The teacher could announce this unit three weeks in advance in order that the students could be looking for materials.

2. Senior Scholastic - October 27, 1969

   Special Issue - "Man's Environment: Can We Save It?"

3. Look, November 4, 1969

   America the Beautiful, the title of a lengthy feature article is described as "Man against nature: a senseless struggle man cannot win. In this issue, Look reports on the damage already done, and ways to save our future." The individual articles are on water and air pollution, wildlife, forests, and preserving beauty.

4. Filmstrip - "Conservation Concerns You." Distributed by Marshall University, Huntington, West Virginia. Produced by Dr. Samuel Clagg and Walter Felty of Marshall University. The filmstrip shows man's misuse of natural resources such as waste of the land and then gives many suggestions on ways of saving the land.

5. Teacher and students may have pictures and, or slides of national park scenes and historical landmarks.

V ACTIVITIES

1. Students search for magazine and newspaper articles that discuss any facet of conservation.
2. Students work individually or in groups on a topic of conservation that interests them such as:
    a. Protection of Forests
    b. Air Pollution
    c. Water Pollution
    d. Space and beauty
    e. Historical Landmarks
    f. Wildlife
    g. Flood Control
3. Students and teacher may have slides or pictures from a trip to state or national parks.
4. Role-playing can be a very effective means for students to understand the conflict of interests and societal decision making in conservation issues. For example a problem may exist when a new dam for electric power is being considered for a given area. Roles to be played could be a power company executive, a conservation club member, a person whose family has lived in the area for many years. The students would be divided into groups for this activity. As the roles are played value conflicts will soon be evident.
5. Some students may be talented in art and could make very effective posters. It might be worthwhile to have a contest and perhaps the best poster could be displayed in the school library, the local library or even a store window in town.

VI EVALUATION

Write an essay of at least one page on one of the following:

1. Assume that you would like a certain area of West Virginia set aside as a state park. Choose a "make-believe" place and describe it briefly. Consider the steps you might need to take for this to become a reality. Be sure that you include some difficulties you would encounter.
2. Relate the statement below to what we have discussed in class and the reading you have done on conservation. "You won't have any trouble in your country as long as you have few people and much land; but when you have many people and little land, your trials will begin." Thomas Carlyle - about 1860
3. Relate the following quotation to our study of conservation. "The bald eagle was chosen as our national emblem because of its strength." Polly Redford, in her book, Racoons and Eagles, says: "The eagle is falling. . . they are (or were) strong, hardy birds that range throughout North America. When they die, it will be because this continent is no longer fit for a wild, free moving thing to live. In this, our threatened eagle symbolizes America in a way it never has before. If we lose him, we shall lose more than an eagle!"

Reproduce for each student copies of the following conservation controversy entitled "Proposed Shopping Center in Mill Basin Marsh and is Opposed by Residents," an article from the New York Times, Sunday, November 23, 1969. Basic concepts in this unit are to be reviewed by having class compare how the dilemma described in the article is comparable to the general conservation problem in the world today.

APPENDIX A

PROPOSED SHOPPING CENTER IN MILL BASIN MARSHLAND IS OPPOSED BY RESIDENTS

The New York Times, Sunday, November 23, 1969
By David Bird

A real estate developer's plan to build a shopping center on 77 acres of natural marsh in the Mill Basin section of Brooklyn, near Jamaica Bay, has touched off a controversy involving local residents and the city administration, which is divided on the project.

"Everyone's always worried about saving faraway forests in Oregon or isolated islands," Mrs. Jack Grabel said as she sipped coffee, "but what about this place where people can appreciate it?"

Mrs. Grabel looked out through the picture window at the place she was talking about--the marsh and low water at the intersection of Flatbush Avenue and the Belt Parkway in Brooklyn.

The area now is a sanctuary for ducks and other birds and a spawning ground for fish. Mrs. Grabel and others who live in houses valued up to $100,000 in the Mill Basin section that faces the wetland, would like to preserve the marsh in its natural state. They are joined by others who think the city has already paved too much of its area.

But to Leonard Marx, a real estate developer, the area "is one of the five best sites in the United States for a shopping center."

Site Called a "Natural"

Mr. Marx sees the wetland as a "natural" shopping location because it is on Flatbush Avenue, an artery that serves most of the borough. "Two million people could get to this location," he said.

That, according to Mr. Marx, would mean a return of $5-million a year to the city government in the form of rent and sales taxes.

The effort to build the shopping center is being backed by the city's Economic Development Administration. "I'm as much of a conservationist as anybody. I like to hunt and fish," says Richard Lewisohn, the economic development administrator. But from an economic point he sees the proposed shopping center as "a very good thing for the city."

However, the city administration does not speak with a single voice on what to do with the Mill Basin wetland.

Last January, Leonard A. Mancusi, the secretary of the City Planning Commission wrote the following to an opponent of the shopping center: "In a letter dated Oct. 9, 1968, the commission notified the applicants who proposed to construct this shopping center that the commission would not rezone the property for such use. The commission agrees with you that this area should be reserved for park use only."

Hearing Held

Later in the year, after the Board of Estimate had approved the shopping center plan, the Planning Commission, despite its stand, decided to hold a public hearing on the proposal.

A spokesman for the commission denied that the hearing represented a change of policy. He said it was only "a re-evaluation of the procedure."

Three hundred people, most of them opposed to the shopping center, crowded into the hearing on Oct. 22. There was concern from those who felt that what was done in Mill Basin might have effects on an area far wider than the immediate neighborhood.

Mill Basin is an arm of Jamaica Bay and Herbert A. Posner, the Assemblyman who represents Far Rockaway, testified that "what you do in Mill Basin affects the entire acology of the Bay and therefore affects my area as well."

Mr. Posner noted that the city was in the midst of a two-year study of Jamaica Bay "financed by Federal funds of over $1-million to determine the extent of pollution and feasibility of reversing this blot on this prime natural resource lying almost wholly within the boundaries of New York City."

Policy Stands

The Planning Commission has not yet changed its decision on the zoning change to allow the center.

Mr. Marx, whose Omath Realty Corporation would build the center if the rezoning comes about, said the development would improve the area.

"They say its a place for bluefish to spawn," Mr. Marx said in a voice heavy with disdain, "Phooey, it's a place for rats." The 65-year-old builder said the shopping center "is going to be a bright spot--a star in the firmament." "After a lifetime in this business, this will be my last center and it will be the most magnificent and the most beautiful," he said.

One of the charges against the center is that it would bring too much additional traffic to an area already overcrowded with automobiles. But Mr. Marx says of his $25-million shopping center "they won't even notice us, they won't even know we're alive."

As to the argument that the city needs to hold on to the open recreation areas that it has left, Mr. Marx said "they're surrounded by recreation areas there. They've got Riis Park and Marine Park. Something has to pay for the running of the city."

Called a "Giveaway"

Opponents also charge that the terms of the lease amount to a "giveaway" of the land at a bargain price. But Mr. Marx said that others in the real-estate business thought he was "crazy" for offering such a high price. He said he offered the price because he had confidence in the business potential of the area.

The terms of the lease call for an annual rental of $600,000 plus 2.61 per cent of all sales for the first 20 years. After that time it rises to $725,000 annually and 3.01 per cent of sales.

Mr. Lewisohn of the Economic Development Administration said there were unspoken objections behind the opposition.

"No one says it out loud," he said, "but there is an undertone that says in effect 'Don't build the shopping center because it would bring undesirable people into our tranquil area.'"

Residents deny this charge and suggest that the marsh could be developed into a public boat-launching area that everyone could enjoy.

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THE TWENTIES

HELENA ROOMY
CHARLESTON HIGH
KANAWHA COUNTY

I ORGANIZING THEME NO. 10

In a complex, highly specialized, multi-ethnic society, values may conflict and create moral and ethical dilemmas for its members.

II WHAT IS TO BE TAUGHT

This unit will be taught in American Studies I and should take five days. Following World War I America entered into a period of fun, flappers and fanatics. This study would come after the study of World War I but could be used to carry through to the aftermath of World War II and the Vietnam War. The student will compare the feelings and actions of the youth in the Twenties and feel a kinship for their rebellion. A generalization to come from this study would be that a crisis such as war unites the nation but as soon as the crisis is past, dissent, disillusionment, and rebellion tend to increase. Postwar periods in other nations could be compared briefly to see if their reactions were comparable.

III BASIC CONCEPTS

1. Factionalism
2. Alienation
3. Rebellion
4. Isolationism
5. Fanatics
6. Prohibition
7. Crime syndicates

IV CONTENT AND MATERIAL

Text--a paperback entitled Fun, Flappers, and Fanatics by George E. Mowry, Prentice Hall Inc., Englewood Cliffs, New Jersey, price $1.95.

Filmstrip and record "The Reckless Years 1919-1929," Guidance Associates, Harcourt, Brace and World, Pleasantville, New York 10570, price $35.00. Time--Part One--20 minutes; Part Two--19 minutes. Ask your librarian to order this for the social studies department.

Issues Today, AEP Periodicals, Volume 2, September 1, 1969, pp. 6 and 7.

Issues Today, AEP Periodicals, Volume 2, November 5, 1969, pp. 6 and 7.

V ACTIVITIES

A. Begin the study by using the chalkboard to test the student's knowledge of colorful terms that depict the Twenties.

B. Inquiry questions for class discussion:

1. Was prohibition forced on the people of the United States?
2. What were the reasons for this amendment to the Constitution?
3. Do you think the people were justified in rebelling against their society?
4. Why does a war cause disillusionment?
5. How does your generation compare to the Twenties in music, dances, and clothing styles?

C. Use the paperback with groups reading certain sections and sharing with the class their readings.

D. Oral reports on the gangsters.

E. The filmstrip and record are excellent and may be used for discussion on clothing, dances, crime, the KKK, and the change in the status of women.

F. Two books by F. Scott Fitzgerald entitled The Beautiful and the Damned and The Great Gatsby could be special reports for certain students. Tie

in other great authors of this period of literature.

VI EVALUATION

Essays could be written on the idealism of the youth of the Twenties compared to campus youth today. The student evaluates in a sense by feeling quite close to the youth of the Twenties. He will understand the disillusionment and should be able to discuss this within his group. Another essay could be used to show the differences in the religious beliefs of the city and the rural area during this period--comparing fundamentalists of today and then.

POLITICAL PARTIES IN A REPRESENTATIVE DEMOCRACY

NEIL W. SUTTLE
RIPLEY JR. HIGH
JACKSON COUNTY

I ORGANIZING THEME NO. 8

In democratic societies, the decision-making process within the political institutions rest with the participating citizen. Each citizen decision-maker is limited in the exercise of power by responsibility to the larger group. The constructive citizen must be informed, think critically, and participate actively in various decision-making functions.

II WHAT IS TO BE TAUGHT

The unit is planned for the ninth grade American Studies I. The unit will be planned for a five-day period and will be taught in the period on How We Elect Our Leaders. The unit may be taught at anytime, but preferably a few weeks before election time.

Using the concept, representative democracy, in the American Studies, the unit shall seek to show that democracy is going to work only as well as the people make it work through their elected officials.

III BASIC CONCEPTS

Using the concept, representative democracy, it is hoped that the student will see the advantages of a two-party system in the working of a democracy.

Sub-concepts:

1. Choosing Candidates
2. Electorate

IV CONTENT AND MATERIAL

A. Mimeographed articles on "Representative Democracy" and the "Two-Party System."

B. Mimeographed cumulative questions used in the formulation of the concept "Representative Democracy."

C. Filmstrips:

1. Political Conventions: Choosing Candidates (Color), produced by the Associated Press, 1968. Part I & II: 32 minutes. Distributed by the Kanawha County Library, Charleston, West Virginia.

2. The Peoples' Choice (Color), produced by the Associated Press, 1966, ($12\frac{1}{2}$ minutes). Distributed by the Kanawha County Library, Charleston, West Virginia.

D. Reading Assignments:

1. Hartley, William H. and William S. Vincent. "Our Two-Party System," American Civics, New York: Harcourt, Brace, and World, 1967. pp. 109-130.

2. McClenaghan, William A. "Political Parties and Politics, "American Government, Boston: Allyn and Beacon, Inc., 1966, pp. 407-429.

V ACTIVITIES

A. Have students read mimeographed articles on the importance representative democracy and the two-party system.

B. After the students have read the above articles, the teacher will discuss in order the following questions:

1. What purposes do political parties serve?

2. What are the principal advantages of the two-party system?

3. Why is a one-party system dangerous?

C. Filmstrips

D. Inquiry Questions:

1. How can American citizens work to improve political parties in the United States?
2. How do elections in the United States make possible our Republican form of government?
3. How have third parties served our nation?
4. How can the voter influence his party's policies?
5. How is your life affected by practical politics?

VI EVALUATION

After completion of the preceding activities, the students will write a one-page summary on the following: Should Political Parties Be Abolished in the United States? An adequate understanding of concepts and generalizations may be an appropriate evaluation.

APPENDIX A

OUR TWO-PARTY SYSTEM OF POLITICS

By Neil Suttle

The Purpose of Political Parties.

Nowhere in the Constitution will you find any provision for political parties. Political parties are not an official part of our governmental organization; however, they are an important part of our democratic way of life.

A political party is an organization made up of a large group of citizens who have similar ideas and attitudes regarding public issues and who work to put these ideas into effect through governmental action. In order to achieve their objectives, political parties try to get the voters to elect their party's candidates to public office.

Why Do We Have Political Parties?

Political parties furnish us a practical way for a large number of people with similar ideas to get things done. They are concerned with practical politics--that is, with what actions governments should take.

Political parties help to keep their members informed and to try to keep all citizens interested in government. Before an election, each political party draws up a party platform, which is the program that they promise to put into action if it wins the election. The election speeches by the various candidates gives the voters an opportunity to hear different ideas and attitudes in regard to important or basic issues.

Another service performed by political parties is the selection of candidates. Candidates are the men and women who run for election to the various governmental offices. After an election, the winning candidates become the leaders of our government--the men and women who make and carry out our laws.

The political party to which these people belong tries to make sure they do a good job in order for the party's candidates to win again at the next election. The party whose candidates lost will be watching for mistakes the new leaders may make and will inform the public if the winning candidates do not keep their campaign promises.

The Advantages of a Two-Party System.

The Democratic and Republican parties have been our two major political parties for over a hundred years. This two-party system has worked well. When one party fails to please the voters, there is another strong party to take over the affairs of government. The newly elected party will usually try new programs and policies in dealing with the nation's problems. They know that if they do not carry out a good program, it will cost them votes in the next election. The party leaders know that the leaders of the other party will be waiting to point out weaknesses.

Our two-party system may not be perfect, but it is the best system in the world.

One-Party System.

In some countries, governments have been based on a one-party system. These governments are usually controlled by a single, all-powerful party. All other parties are forbidden by law. Strong one-party governments are known as dictatorships. The Soviet Union is an example of a one-party system. Everything from the cradle to the grave is controlled by the Communist party. Germany, under Hitler was another example of the one-party, dictatorship government.

The Purpose of Third Parties.

Many important laws and amendments to the Constitution began as ideas proposed by "third parties." Our two-party system sometimes ignores certain

basic issues. Throughout our history, third parties have brought this to our attention.

While third parties have not won any major elections, they do have a place in our history of political parties since many of their programs were later included in our two-party programs.

Conclusion.

In conclusion, it is reasonable to generalize that democracy is going to work only as well as the people make it work through their elected officials.

APPENDIX B

ADDITIONAL INQUIRY QUESTIONS

1. Why do we have political parties in America?
2. What are the principal advantages of a two-party system?
3. Why is a one-party system dangerous?
4. What good do third parties do?
5. Why was the Communist party outlawed in America?
6. How is your life affected by political parties?
7. How can we improve political parties?
8. How do the voters influence party platforms?

A SOCIOLOGY UNIT: CLASS AND CASTE

RICHARD GARRETSON
HERNDON ELEMENTARY
WYOMING COUNTY

I ORGANIZING THEME NO. 2

Members of society develop institutions and reward systems. The whole, made up of these institutions and their rules, is called a culture.

II WHAT IS TO BE TAUGHT

This unit is planned for Culture I or Sociology and may be used in classes stressing societal and cultural organization. The time should be approximately one week at about midyear, when the pupils have a fairly good background in political and economic organization.

Given the concept that society can be viewed as composed of discernable classes, this unit will attempt to present a contrast of two types of social stratification. The open class system of the United States and the caste system of India are to be compared and contrasted. There will be much that can be learned from studying the history, religion, and the geography of these two countries, as well as the sociological institutions of each.

III BASIC CONCEPTS

Using the concept social stratification, the pupils will be directed toward developing the concept of classes in society.

Sub-concepts:

Hinduism

Horizontal mobility

Vertical mobility

Open class system

Caste system

Institution

Reward system

Society

IV CONTENT AND MATERIAL

Handout I: To be used after filmstrip for a comparison of the two systems.

Handout II: To be used as a topic for panel discussion.

Materials: Books

Filmstrip - Hinduism Today

V ACTIVITIES

1. Introductory Statement (prepared by instructor).
2. Filmstrip - Hinduism Today. A pupil will present the reading script.
3. Assign group work - panel discussions. A list of references is given in the bibliography.

   Example 1: Panel may prepare and present a discussion of the impossibility of changing caste in India.

   Example 2: Panel may prepare a discussion of the mobility of society in the United States, both horizontal and vertical.
4. Class discussion to summarize the generalizations of each of the two systems.

VI EVALUATION

Ask pupils to:

1. Write a short essay about the organization of society within the school, and, if such exists, define the different groups or classes within the school.

2. Define what you see as the major difference between the organization of society in the United States and the organization of society in India. (This should bring out that in India, religion is a major factor, and in the United States, economic circumstances are the major factor of class.)
3. If you were an immigrant from China, which of the two systems do you think you might choose? Give your reasons.

APPENDIX A

HANDOUT I

Facts of United States Social Organization

In general, there are three distinct social classes in the United States, further divided, say sociologists, into less distinct layers as follows:

I.	Upper	3%
	upper upper	
	upper middle	
	upper lower	
II.	Middle	83%
	upper middle	11%
	middle middle	31%
	lower middle	41%
III.	Lower Class	14%
	upper lower	
	middle lower	
	lower lower	

Facts of Social Organization in India

Social classes in India are as follows:

Brahmans - Priests and learned men

Kshatriyas - Warriors and rulers

Vaishyas - Merchants and Craftsmen

Sudras - Hired laborers

Pariahs - Untouchables - Scavengers

APPENDIX B

HANDOUT II

Order Among Animals

Most people at some time have visited a farm or ranch. If they had been observant, they would have noticed that among animals on the farm, there is a definite order of bosses. In cattle, there is a boss of the herd, the older cow, the one with horns, the larger, stronger cow, or some one animal, takes precedence at the water trough, the food bin, and everywhere else.

Observe the chicken yard. The largest, strongest rooster is the boss. He pushes smaller or younger roosters out. He calls his flock of hens when he finds a choice morsel of food. He breaks up fights between hens and younger roosters. He proclaims loudly his lordship with a loud crow, and fights any challenger of his authority to the death.

Following the boss rooster, the next in line are the older hens, who simply peck or push their younger rivals out. At the bottom of this heap are the younger hens, who get what's left after the boss rooster, the older hens, and the young roosters have left.

This social arrangement of chickens is called, by scientists, the peck order.

Similar social stratification has been observed among most domesticated animals, and many group living types of wild animals.

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Cleveland, Ray L., The Middle East and South Asia, Washington, D. C., Stryker-Post Publications, 1969, pp. 24-33.

Koller, Marvin R., and Couse, Harold C., Modern Sociology, New York, 1969, Holt, Winston, Rinehari, Inc., pp. 147-163.

Lengyel, Emil J. D., The Subcontinent of India, New York, Scholastic Book Services, 1967, pp. 60-106.

Filmstrip

"Hinduism Today", SVE Educational Filmstrip, (Color) 40 frames, Society for Visual Education, Inc., Chicago, Six filmstrips, $36.

WEST VIRGINIA TOPOGRAPHY

CHRISTENE HUMPHREYS
DUNBAR JR. HIGH
KANAWHA COUNTY

I ORGANIZING THEME NO. 13

The peoples of the world are interdependent. Specialization increases man's dependence upon other men.

II WHAT IS TO BE TAUGHT

Early in year in Study of West Virginia grade eight. Time: 2-5 days.

By inductive generalization, to determine the topographic linkage of West Virginia to the United States.

III BASIC CONCEPTS

Interdependence -- Subconcepts: Linkage and Isolation.

IV CONTENT AND MATERIAL

Five topographic maps of West Virginia, 1:250,000

NJ 17-2 Clarksburg 56-65

NJ 17-3 Cumberland 56-66

NJ 17-5 Charleston 57-65

NJ 17-6 Charlottesville 56-65

NJ 17-8 Bluefield 57-66

Order from: Washington Distribution Section
United States Geological Survey
1200 South Eads Street
Arlington, Virginia 22202 (75 cents each)

V ACTIVITIES

This unit would require a large flat work area for assembling the five maps, with a set for each 5-6 pupils. Or, one set could be permanently mounted and used with small groups. It is presumed that pupils would have prior knowledge of the arrangement and purposes of topographic maps.

1. Establish significance of contour lines and bench marks in determining topography (e. g., lines closely spaced indicate steep slopes; West Virginia mountains slant northeast to southwest).
2. Choose probable routes of highways and railroads based on terrain. Compare with road maps to check validity of conclusions.
3. Inquiry questions:
   a. What is the direction of flow of the following rivers: New, Greenbrier, South Branch, Kanawha, Elk, Monongahela, Cheat, Little Kanawha?
   b. Along what valleys and from what directions would settlers likely have come into the area that is now West Virginia: Check these conclusions against historical data of early settlements.
   c. Why do the people of the Eastern Panhandle consider the Washington, D. C., area as their focus for trade?
   d. Why is highway construction in West Virginia more costly than in Ohio? Check with State Road Commission to get figures for comparison.
   e. How do these contour maps help explain the comparative isolation of the counties along the eastern and southern borders with Virginia and Kentucky, with respect to transportation and communication? (Point out small towns and sparse population. Also, isolation may

be an advantage in such instances as the location of national and state forests and parks; and in the placement of the Radio Astronomy Observatory at Green Bank, the Navy Radio Station at Sugar Grove, and the Satellite Communications Earth Station at Etam.)

VI EVALUATION

1. By use of a pointer, locate your home on the topographic maps, and name the intersecting grids at this location.
2. Describe the lay of the land of your home community based on the topographic maps (river lowland, hilly, mountainous, isolated narrow valley, etc.) Explain how the terrain made the location easily accessible, or prevented transportation links in the movement of people--highways and railroads.
3. Trace on the topographic map the route followed by George Washington on his Trans-Allegheny journey in 1784 (see Ambler and Summers, West Virginia, The Mountain State, p. 114).

VII BIBLIOGRAPHY

Ambler, Charles H., and Festus P. Summers. West Virginia, The Mountain State. Englewood Cliffs, New Jersey: Prentice- Hall, Inc., 1965, 584 pp., $8.25.

Map of Washington's Trans-Allegheny journey, 1784, p. 114.

United States Geological Survey. National Topographic Map Series, Nos. NJ 17-2, NJ 17-3, NJ 17-5, NJ 17-6, NJ 17-8. Washington Distribution Section, United States Geological Survey, 1200 South Eads Street, Arlington, Virginia 22202, 75 cents each.

ADAPTATION IN MODERN ISRAEL

CHRISTENE HUMPHREYS
DUNBAR JR. HIGH
KANAWHA COUNTY

I ORGANIZING THEME NO. 14

Man's environment and his perception of it undergoes change to which man must accommodate himself. Concepts of time and space, and of relevant time spans and space distances are shaped by culture, by group associations and by the level of intellectual and social maturation. The interaction of these factors determine man's adaptation to and modification of his environment.

II WHAT IS TO BE TAUGHT

Early in year during seventh grade World Regions Course. Time: 1-2 weeks.

A case study approach to show adaptation to and/or modification of man's environment.

Generalization: All people adapt to their particular environment and/or modify that environment to meet their needs as they perceive them.

III BASIC CONCEPTS

Environment -- Subconcepts: Adaptation, Modification, Change, and Man the chooser.

IV CONTENT AND MATERIAL

1. Data Sheet on Modern Israel (see Appendix A)
2. Outline map of Israel (transparency), with overlays as follows:
   a. Rainfall
   b. Irrigation projects
   c. Oil pipelines

3. Movie, Israel, black and white, 10 minutes. Produced by Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611, $175.00.

4. Descriptions of two Jewish communities (see Appendix B), written by Christene Humphreys.

5. Rushby, J. G., J. Bell, M. W. Dybeck. People and Places, Case Studies in World Geography, Book 2, "Kfar Hanasi, A Kibbutz in Israel," pp. 72-81. Chicago: Rand McNally & Company, 1968, 96 pp., $2.00. For use as a teacher reference.

6. Scofield, John. "Israel - Land of Promise," National Geographic, March, 1965, vol. 127, no. 3, pp. 395-434.

7. LaFay, Howard. "Where Jesus Walked," National Geographic, December, 1967, vol. 132, no. 6, pp. 739-781.

V ACTIVITIES

1. Show movie, Israel, black and white, 10 minutes.

2. Read carefully and discuss significance of facts on Data Sheet (Appendix A); hypothesize economic difficulties Israel might face.

3. Project transparency of Israel with overlays, to determine the limitations of the environment and steps taken to make the region productive.

4. Inquiry questions:

   a. From the rainfall map, what areas of Israel might be suitable for agriculture?

   b. With the development of irrigation projects, what additional areas might become productive?

   c. What Israeli agricultural products are exported?

   d. What industries show use of skill rather than use of natural resources?

   e. Besides the Jordan River and the Sea of Tiberias, what other water resources are being utilized?

f. What mineral resources have become an important part of Israel's economy?

g. What facts illustrate Israel's adaptation to and/or modification of environment?

5. Read the accounts of life in two Jewish communities in Appendix B. Cite four specific examples from each description to show adaptation to and/or modification of environment.

VI EVALUATION

In the following ten items, there are <u>three</u> methods of adaptation to the environment which we have not mentioned in our study of modern Israel. Write these three ways below.

1. irrigation
2. terracing
3. desalinization
4. reforestation
5. collective farming
6. crop rotation
7. tourism
8. canalization
9. air conditioning
10. mining

VII BIBLIOGRAPHY

<u>Israel</u>, movie, black and white, 10 minutes. Produced by Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611, $175.00.

LaFay, Howard. "Where Jesus Walked," <u>National Geographic</u>, December, 1967, vol. 132, no. 6, pp. 739-781. Aerial view of meandering Jordan River, p. 746.

<u>List of Publications</u>. Israel Information Service, 11 East 70th Street, New York 10021. "Israel Today," series of 37 pamphlets, free. Highly recommended.

Rushby, J. G.,J. Bell, M. W. Dybeck. People and Places, Case Studies in World Geography, Book 2, "Kfar Hanasi, A Kibbutz in Israel," pp. 72-81. Chicago: Rand McNally & Company, 1968, 96 pp., $2.00. For use as a teacher reference.

Scofield, John. "Israel - Land of Promise," National Geographic, March, 1965, vol. 127, no. 3, pp. 395-434. Excellent picture of pattern of land usage, pp. 418-419.

Selected Books on Israel. Israel Information Service, 11 East 70th Street, New York 10021. Section on "The Kibbutz" lists bibliography of twelve books.

Appendix A

Data Sheet on Modern Israel

Modern Israel has been called "land of unlimited impossibilities." One 19th century report characterized the area as "a stony goat pasture." Another description in 1880 said "the land required roads for wheeled transport, irrigation and swamp drainage, restoration of aqueducts and cisterns, sanitation, seeding of grass and reforestation to check soil erosion.

Factual Data: Area - 7993 square miles

Population - 2,750,000 (1969 estimate). About 80% urban, mainly in Haifa, Tel Aviv, and Jerusalem.

Climate - Mediterranean and desert

Latitude - 29° N. to 33° N.

Chief occupations: manufacturing, mining, farming.

Major industries: textiles, heavy industry, food processing, oil refining, diamond cutting, tourism.

Agriculture: about 1,000,000 acres under cultivation; 380,000 acres of this total are irrigated. About 20% of the population is engaged in agriculture, with about 5% on kibbutzim. Principal crops are citrus fruits, olives, grains. Grows about 80% of food requirements.

Natural resources: limestone, gypsum, copper, iron, ceramic clays, potash, phosphates. Dikes have been constructed at the southwestern shore of the Dead Sea to collect minerals by evaporation using the heat of the sun.

Desalinization: plant at Elath produces 1,000,000 gallons of fresh water daily. Projected plant south of Tel Aviv is to produce 30 billion gallons of water per year by 1971.

Trade: Exports: citrus fruits, polished diamonds, textiles, technical assistance to underdeveloped countries.

Imports: food, raw materials, equipment.

Exports represent about 70% of imports, leaving a balance-of-trade deficit.

Per capita income: $1160, compared with Lebanon $480, Syria $180, Jordan $220, U. A. R. $160.

Appendix B

1. Life in a Kibbutz

In the early 1900's Jewish immigrants to Palestine faced the problem of making a barren land productive. Many of the settlers had had no experience in making a living from agriculture. One of their solutions was the kibbutz (plural, kibbutzim) or collective farm. The people live like a single family, from 25 to 2000 persons. Israel now has about 230 kibbutzim. Every member works for the welfare of the group, and receives free food, clothing, housing, education, medical care, and recreation. Very little money is needed except for purchases outside the kibbutz. There is almost no private property, everything being owned in common. Children live their own age group, under the supervision of women assigned especially to this task. Adults live in dormitories or apartments, and parents visit with their children three or four hours a day including the evening meal in the communal dining hall.

Some of the kibbutzim use land which is irrigated, and such farms are located even in the Negev, the southern desert region. Among the crops grown are bananas, dates, olives, citrus fruits, dairy products, and chickens. Also, many trees have been planted on the bare hillsides, and eucalyptus trees are growing in former malaria-infested swamps.

2. Life in the Netherlands

Because of its location at the mouth of the Rhine River, the Netherlands is an important trading area. Many Jews are engaged in occupations related to the exchange of goods--importing and exporting, banking, cutting and polishing diamonds, shipping, and stockbroking.

Although vast engineering projects have increased the area of the country by reclaiming land from the sea, the population is predominantly urban and the

cities are densely populated. Most of the housing is the multiple type--apartment houses or row houses. The Jewish people are identified with the urban patterns of the Netherlands rather than with agricultural or rural areas.

APPENDIX

APPENDIX A

ORGANIZING THEMES

The West Virginia Social Studies Curriculum Committee has developed fifteen organizing themes to help define the scope of social studies learning in grades K-12 and to construct a basic framework for future school and county curriculum development.

These organizing themes contain and point to key concepts and are to be an integral part of the entire program.

1. There are different styles of living among the peoples of the world. Culture groups reflect differences because of their past histories and present circumstances.
2. Members of society develop institutions and reward systems. The whole, made up of these institutions and their rules, is called a culture.
3. Differences and similarities of man (or between men) make our culture unique. Provision for the recognition and understanding of these are important to a functioning democratic society.
4. Man attempts to classify and periodicize his present and past. Cause and effect relationships are important tools he uses for understanding his history.
5. Contact between cultures or the introduction of new ideas or material goods within a culture often results in the modification of knowledge, attitudes and skills of a people. Such changes cause conflict within the individual and the society. Compromise, innovation or cooperation can mitigate this conflict.

6. Man plays a role in many groups. He is offered rewards for adhering to positive values and punishment for negative values. This system of rules may be institutionalized (law, religion, family) and passed on to the young (socialization, education) and to newly aspiring groups.

7. All societies have developed, in different degrees of elaboration, special political institutions for providing for their continuity and for insuring that their members do conform to its ways of meeting needs. These political institutions use the ultimate threat of force to insure conformity.

8. In democratic societies the decision making process within the political institution rests with the participating citizen. Each citizen decision maker is limited in the exercise of power by responsibility to the larger group. The constructive citizen must be informed, think critically and participate actively in various decision making functions.

9. Democratic societies encourage the development of responsibility by the individual toward his society. This includes an insistence on the basic freedoms such as speech, press and religion, the maintenance of a climate of inquiry and cooperation and an interest in the formulation of national goals and policies.

10. In a complex, highly specialized, pluralistic society, values change and may conflict. This creates moral and ethical dilemmas for individuals.

11. Communication is basic to man's interaction with individuals and groups. To aid him in this process he devises and uses symbols.

12. All people are faced with the problem of unlimited wants and limited resources. Because of this the level of economic productivity depends upon the utilization and conservation of both natural and human resources, and the interrelationships of the factors of production, and the institutionalized decisions of that society as to (a) what is produced, (b) by whom it is produced, (c) for whom it is produced, and (d) in what amount it is produced.

13. The peoples of the world are interdependent. Specialization increases man's dependence upon other men.

14. Man's environment and his perception of it undergoes change to which man must accomodate himself. Concepts of time and space, and of relevant time spans and space distances are shaped by culture, by group associations and by the level of intellectual and social maturation. The interaction of these factors determine man's adaptation to and modification of his environment.

15. Man, over and above his relationship to other men and to his land, searches to understand the unknown.